

Unit Detail: To Persuade			
Term: 3 2015	Year level: 3/4	Curriculum level: 2	Unit length (weeks): 5 weeks approx
Curriculum learning area: English Strand: Speaking, Writing, Presenting L2 Genre – To write to persuade The purpose of writing to persuade is to get the reader to agree with the writer's opinion or argument- showing the reader that the opinion and position taken by the writer is absolutely correct, changing the reader's mind if necessary and urging the reader to take action that concurs with the writer's opinion.- Pg 86 Effective Writing Instruction- Alison Davis. Secondary Strand: Speaking, Writing, Presenting L2 Present a point of view/ argument in the form of a speech, puppet show or skit. Produce a poster or slogan to present a point of view.		How to introduce the unit and key competencies to the students (the hook): Capture ideas through talk and reading and use of different examples of the text-type - on-screen (advertisements), oral, written and visual (posters) to provide students with opportunities to give verbal information about a product/ invention to each other – help them to identify the importance of clear ideas and the need for specific vocabulary. Immerse students in a range of advertisements/ jingles– discuss and identify the specific features of this text type.	
Organisation (e.g. whole class / individual)		Abilities / Needs / ESOL / Group Lists	
Mixed ability groups Ability groups Paired work (peer) Class discussion – whole class and small groups Teacher conferencing Individual and group presentations		ESOL – ESOL teacher, in class support using buddies to interpret, students modeling language for these students, simplified tasks Target groups – work differentiated by support, outcomes, needs, ability Special Needs – Teacher aide where timetabled to read planned texts and to reinforce topic/specific vocabulary More able – differentiated work – student directed research and tasks ESOL tasks •	
Teaching Approaches to Writing Modelled, Shared, Guided, Paired, Peer, Collaborative, Independent (Chapter 4 - Effective Writing Instruction – Alison Davis)			
Achievement Objectives (delete as appropriate): Speaking, Writing, Presenting			
Level 2: Processes and strategies Students will: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.			

INDICATORS:

shows some understanding of the connections between oral, written, and visual language when creating texts;
creates texts by using meaning, structure, visual and grapho-phonetic sources of information, and processing strategies with growing confidence;
seeks feedback and makes changes to texts to improve clarity and meaning;
is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show some understanding of how to shape texts for different purposes and audiences.

INDICATORS:

constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form;
expects the texts they create to be understood, responded to, and appreciated by others;
develops and conveys personal voice where appropriate.

Ideas

Select, form, and express ideas on a range of topics.

INDICATORS:

forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;
begins to add or delete details and comments, showing some selectivity in the process.

Language features

Use language features appropriately, showing some understanding of their effects.

INDICATORS:

uses oral, written, and visual language features to create meaning and effect;
uses a large and increasing bank of high-frequency, topic-specific, and personal content words to create meaning;
spells most high-frequency words correctly and shows growing knowledge of common spelling patterns;
uses a range of strategies to self-monitor and self-correct spelling;
writes legibly and with increasing fluency when creating texts;
gains increasing control of text conventions, including some grammatical conventions.

Structure

Organise texts using a range of structures.

INDICATORS:

uses knowledge of word and sentence order to communicate meaning when creating text;
organises and sequences ideas and information with some confidence;
begins to use a variety of sentence structures, beginnings, and lengths.

Level 3:**Processes and strategies****Students will:**

Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

INDICATORS:

uses a developing understanding of the connections between oral, written, and visual language when creating texts;

creates a range of texts by integrating sources of information and processing strategies with developing confidence;
seeks feedback and makes changes to texts to improve clarity, meaning, and effect;
is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence.
By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

Show a developing understanding of how to shape texts for different purposes and audiences.

INDICATORS:

constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form;
conveys and sustains personal voice where appropriate.

Ideas

Select, form, and communicate ideas on a range of topics.

INDICATORS:

forms and expresses ideas and information with increased clarity, drawing on a range of sources;
adds or changes details and comments to support ideas, showing some selectivity in the process;
ideas suggest awareness of a range of dimensions or viewpoints.

Language features

Use language features appropriately, showing a developing understanding of their effects.

INDICATORS:

uses oral, written, and visual language features to create meaning and effect and engage interest;
uses a range of vocabulary to communicate meaning;
demonstrates good understanding of all basic spelling patterns and sounds in written English;
uses an increasing range of strategies to self-monitor and self-correct spelling;
writes legibly, fluently, and with ease when creating texts;
uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy.

Structure

Organise texts, using a range of appropriate structures.

INDICATORS:

organises written ideas into paragraphs with increasing confidence;
organises and sequences ideas and information with increasing confidence;
uses a variety of sentence structures, beginnings, and lengths.

Structure and Language notes (from e-asTTle and englishonline)	
<p>Purpose (asTTle) To persuade</p> <p>Students present and justify an opinion, to persuade a reader to a point of view.</p> <p>Structural Features</p> <p>Introduction –May give background information to the topic and/or state the writer’s opinion</p> <p>Body - points to support the writer’s position with evidence and/or examples</p> <p>Conclusion – Summarises the main points and restates the writer’s position. May include some recommendations</p> <p>Language Features</p> <ul style="list-style-type: none"> • Present tense timeless • Text connectives that help to structure the argument (e.g., firstly, secondly, moreover, on the other hand, so) • Modal verbs (e.g., might, must, should, ought to) • Rhetorical questions • Nominalisation • Passive voice • Logical/rational tone OR emotive tone 	<p>Purpose (English online)</p> <p>To support ideas presented in sequence to justify a particular stand or viewpoint that a writer is taking.</p> <p>The writer's purpose is to take a position on some issue and justify it.</p> <p>An argument usually consists of the following:</p> <ul style="list-style-type: none"> a statement of position at the beginning a logical sequence the argument is put forward in a series of points with back up evidence a good argument shows cause and effect. This is the connection between an action and what leads to it, eg. The fish died as a result of pollution in the water: Violence in movies contributes to violence in society a summing up or restating of position at the end <p>Types of arguments</p> <ul style="list-style-type: none"> To plead a case - letters to the school principal / local council with regard to current issues. To promote/sell goods and services - advertisement writing to promote the school concert/sports. To put forward an argument - School uniforms should not be compulsory. <p>Language Features</p> <p>The argument is written in the timeless present tense. This might change to the past if historical background to the issue was being given. If predictions are being made</p>

	<p>the tense might change to the future.</p> <p>Language notes from Englishonline</p> <p>The writer uses repetition of words, phrases and concepts deliberately, for effect.</p> <p>Verbs are used when expressing opinions, eg. I think ____ are the best! We believe students should not be stopped from eating junk food.</p> <p>Strong effective adjectives are used.</p> <p>Thought provoking questions are used. These may be asked as rhetorical questions. (Rhetorical questions: a question asked only for effect, not for information, eg. Would you give your pre-schooler matches to play with?)</p> <p>Use of passive verbs to help structure the text.</p> <p>Written in the timeless present tense.</p> <p>Use of pronouns (I, we, us) is used to manipulate the reader to agree with the position argued. eg. We all know that smoking causes cancer so we do not smoke.</p> <p>Use of emotive language ie. words that will appeal to the reader's feelings, eg. concern, unreasonable, should.</p> <p>Use of passive voice ie verbs in which the subject is acted upon and not doing the action. This helps structure the text, eg. We would like to suggest that an enquiry be held into the running of the steel mills. Water is being polluted.</p> <p>Conjunctions that can exemplify and show results - they are usually used in concluding statements to finalise arguments</p> <p>Debates-Debates, which are conducted orally, are a form of argument in which two opposing points of view are stated and both sides are argued. Supporting evidence for each side is put forward and finally an opinion is stated based on the two arguments.</p>

Key Competencies

Thinking ✓ Managing Self Relating to Others Participating and Contributing ✓ Using Language, Symbols and Text ✓

Thinking: Thinking about the importance of different points of view.

Relating to Others and Contributing: Providing others with a clear point of view to understand and respond to.

Using Language, Symbols and Text: Writing a message that is for a specific purpose (i.e. advertising – promoting a product/invention)

Unit Overview	
Title	Write a persuasive text (to persuade people to purchase your invention)
Unit Aim	To enable students to recognise the language and structural features of written, visual and spoken persuasive texts.
Curriculum Document Values	
Excellence, Innovation✓, Inquiry ✓, Curiosity ✓ Diversity, Equity, Ecological Sustainability ✓ Community and Participation ✓ Integrity ✓ Respect ✓	
Digital Literacy Focus	
Task Definition ✓ Information Seeking Strategies✓ Location and Access <input type="checkbox"/> Use of Information ✓ Synthesis <input type="checkbox"/> Evaluation✓ ICT – research different cultures and countries and use word processing if appropriate to publish the final product	

Global Learning Intentions of unit – the BIG ideas students MUST get

WALT

1. Recognize that there are different forms of persuasive texts

- letters,
- memos,
- emails
- newspaper article
- reports,
- essays,
- dialogue,
- debates,
- speeches,
- brochure (refer invention unit)
- script for radio advertisement
- script for T.V. advertisement
- posters,
- slogans
- Jingles.

2. Understand that persuasive texts can be presented in written, oral and visual forms

3. That points of view or opinions must be supported with reasons

Misconceptions anticipated

The point of view or argument should be authentic

Point of view not clearly stated

Reasons will support opinions

Language used unclear or inappropriate to task (detail too descriptive or lacking)

Misuse of precise verbs, technical vocabulary or tense

Key Vocabulary

- Use emotive language to persuade readers: everyone knows, there is no doubt, absolutely correct, utterly certain, entirely positive, certainly agree, I am sure you already know.
- Deferring to experts: research will tell you, there is much evidence, over time we have come to know, experts in the field tell us, many articles have been written to support
- Repetition: we can now be very very sure, there is so much support for this
- Exaggeration: there is absolutely and totally no doubt at all, completely utterly positively sure that,
- Simile: To think otherwise is as unbelievable as flying to the moon.
- Rhetorical questions: You do agree don't you? can you believe what some people think?

Adding - and, also, as well as, moreover, too, furthermore, besides, in addition

Cause and Effect - because, so, therefore, thus, consequently, as a result of

Sequencing - next, then, first, second, third, ... finally, meanwhile, after

Contrasting – whereas, alternatively, instead of, otherwise, unlike, on the other hand, in contrast

Qualifying – however, although, unless, except, if, as long as, apart from, yet, despite

Emphasizing - above all, in particular, especially, significantly, indeed, notably, most of all

Illustrating – for example, such as, for instance, as revealed by, in the case of, as shown by

Comparing – equally, in the same way, similarly, likewise, as with, like, compared with

- Topic / technical vocabulary linked to the describing and explaining the way things are
- Specific verbs – those that express specific actions e.g. imperatives or bossy verbs such as: dissolve, mix, melt, boil, stir, separate
- Headings / subheadings appropriate to topic

Assessment / Culminating activity

Self Assessment ✓ Peer assessment ✓ Learning reflection ☐ Presentation ✓ Display ☐ Podcast / wiki entry / blog entry ☐ Performance ✓
 Practical Skills Teacher Observation ✓ Learning conversation ☐ Written assessment ☐ e-asTTle assessment ☐ Oral assessment ✓ Other ☐ (describe)

Self assessment: Use of a persuasive writing and visual poster checklist

Oral Assessment: Ability to orally present a speech or performance that can persuade and entertain an audience- self, peer and teacher

Teacher observation: Students use of clear language and appropriate vocabulary in oral presentation/ performance

Unit implementation – Learning experiences and instruction		
Persuasive Text		
Learning Intentions (to be shared with whole class). We Are Learning To (WALT): write a persuasive text	Learning Experiences / Activities (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / Enviro etc.) Reminder: each learning experience is expected to run over several lessons as needed for the different abilities in each classroom	Assessment Diagnostic / Formative / Summative / Feedback Success Criteria We Are Successful When (WASW):
Introduction Experience 1 WALHT: Recognise the purpose of a persuasive text and who they might be written for. Recognise that persuasive texts can be presented in many different forms. Identify the structure and features of a persuasive text.	Students and teacher explore, read and comment upon a range of persuasive texts. Assess them for overall clarity and effectiveness. Look closely at the content and the way in which the arguments/ point of views are developed. Are the easy to follow? Are they coherent? How do the illustrations help? How are they introduced? Concluded? What kinds of words help to persuade the reader? Look at titles (may be posed as a question or statement) e.g. Why should you recycle? Recycle now! Don't throw that away! Use of headings, connectives, diagrams, technical vocab etc... Highlight / text mark features on a range of persuasive texts These texts could be explored as part of weekly reading tasks – read and analyse the language used, visual presentation and structural features. <i>Provide students with lots of opportunities to view, read and discuss a range of persuasive texts/ advertisements (visual and auditory).</i> Choose a product/ invention relevant to the students experiences and brainstorm ideas about how it is persuasive e.g. pens/ quills/ fountain pens, bikes, scooters, telephones, fast food, cereals, fruit etc. Using the Success Criteria, write a persuasive text. Choose presentation format for publishing.	WASW: I can recognise the purpose of a persuasive text and who they might be written for. I can identify the many ways persuasive texts can be presented. I can identify and name the features of an persuasive text and how they are similar or different to other genres I have studied.

<p>TV/Radio Scripts Experience 2</p> <p>WALHT: write a script to persuade our audience to our buy our product/ invention</p>	<p>Students are given opportunity to write a persuasive script on their invention— link to work across the curriculum with a specific focus on inventions and innovations.</p> <p>Using an invention, persuade someone to buy the invention.</p> <p>Write a script advertising the uses of the invention, benefits, cost, where available, how to buy.</p> <p>Write a jingle that will capture an audience- rhyme, music, sound, voices to add atmosphere and interest.</p> <p>After writing, editing and revising their script, students prepare this for presentation. Could be videoed, added to wiki or presented to the class.</p> <p>Add a jingle - Introduce jingles to students e.g. the Warehouse, KFC(Hugo and Holly) etc</p> <p>https://www.youtube.com/watch?v=asIpObFMgAM The Warehouse 1997</p> <p>https://www.youtube.com/watch?v=0YtAVIGq1ko KFC 1970</p> <p>Write a jingle to go with invention. Teachers support students in knowing about and using prosodic features of oral language- clarity of voice, pitch, tone, speed, loudness, and use of expression.</p> <p>These could be 1-2 minute presentations about their inventions.</p> <p>Preparation for these presentations could be 1minute impromptu script/speech about any topic students choose.</p> <p>https://www.teachervision.com/tv/printables/hmco/HMH_writing-a-jingle.pdf</p> <p>http://writemeajingle.com/top-10-kids-game-80s-and-90s-jingles/</p>	<p>WASW</p> <ul style="list-style-type: none"> • Think about our reader and what they will need to think and know in order to buy this product/ invention • Plan an introduction to interest our reader and hook them into our message- make it good! (Jingle) • Include personal voice so that our audience thinks we are speaking to them personally • Write reasons that support our opinion • Detail the benefits for our reader of buying this product. • Consider the use of language devices and punctuation in our persuasion
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<p>Posters/ Brochures Experience 3</p> <p>WALHT: present our point of view in a visual form (poster)</p>	<p>Choose a topic (Invention). May be the same as the previous experiences or a new one related to the topic - Inventions</p> <p>Students may choose to work independently, with a buddy or group to present a poster that highlights the advantages and uses of the invention.</p>	<p>WASW:</p> <ul style="list-style-type: none"> • Decide the advantages of the invention • List all the reasons to support this point of view • Include illustrations that support the point of view • Present a colourful poster that will attract attention e.g. bold lettering, borders, graphics, slogans/ captions. See Poster S.C. in resource pack.
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Resources: Gail Loane I've got something to say Alison Davis 'Effective Writing Instruction' Targeting Text- Lower Primary Blake Education School Journals Graphic Organisers/Planning frames http://www.primaryresources.co.uk/english/englishD10.htm http://www.bbc.co.uk/bitesize/ks2/english/writing/		
End of unit means of recording student reflection		Possible focus questions for reflection: What did I do well? What would I change? Where to next?
Reflection for Subsequent Planning		